

what is Community Based Instruction?

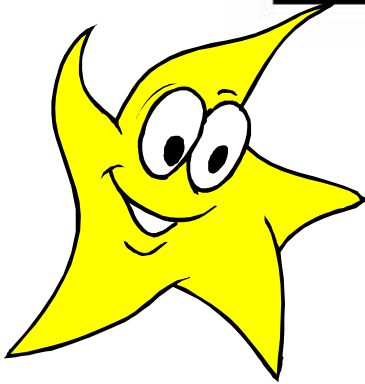
A guide for educators, parents and adult service providers



Why is Work Experience Important?

**What does Community Based
Instruction look like?**

**Transition Tacklebox
South Dakota Transition Liaison Project
2005**

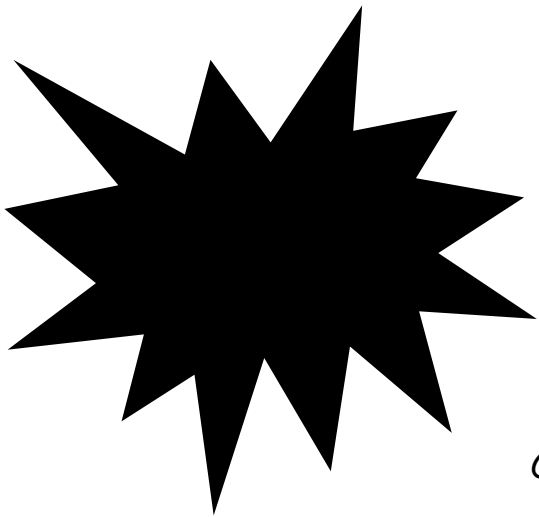


Traditionally, classrooms have been surrounded by four walls tucked safely within a school building. Unfortunately that is not the most effective method of delivering adult outcome based instruction to students with disabilities. If we expect students to live, learn, work, and play in their community after graduation, we must allow for experience prior to graduation in environments in which these skills will later be used. Everyone involved in community-based training must first realize that a special education teacher's classroom is now the **whole community**.

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Community Based Instruction

I. Introduction

A. Why is Community Based Instruction important?

1.) Real Life Experiences.

To be truly prepared to live and work in their communities after graduation, students with disabilities need to practice independent living and employment skills in the settings in which they will be used while still under the supervision of educators.

2.) Variety of skills.

Community-based training is a reality based training program conducted in the community, with the ultimate outcome being competitive employment and independent living. Community-based training should be offered in several skill areas: vocational, community service utilization, activities of daily living, residential, and recreation, in order to meet a wide variety of student needs. Some students may need community-based training in all areas, whereas other students may have a need for training in only one or two areas.

3.) Transferable Skills.

In a community-based approach, students may initially learn and practice a skill (e.g., buying food) in the classroom but eventually practice the skill in a community or home setting. This is because many students will have difficulty transferring what they have learned in the classroom to the actual setting in which the skill is typically used (e.g., the grocery store). While the student can perform the skill in class, he or she may not be able to do so in the real world environment where the skill is actually needed. Therefore, "community environments frequented by the student and/or his or her family now and in the future should be the environments used to directly teach" (Falvey,p.92).

4.) Responsibilities.

For a number of logistical reasons, many school districts have been reluctant to use a community-based approach. The most typical problems include difficulty in:

- Staffing,
- Funding,
- Transportation,

- Liability issues (who is responsible for injury or property damage when students are involved in community training),
- Safety of the students,
- Community access, and administrative, teacher, and parental support (Falvey, 1989b, pp.94-105).

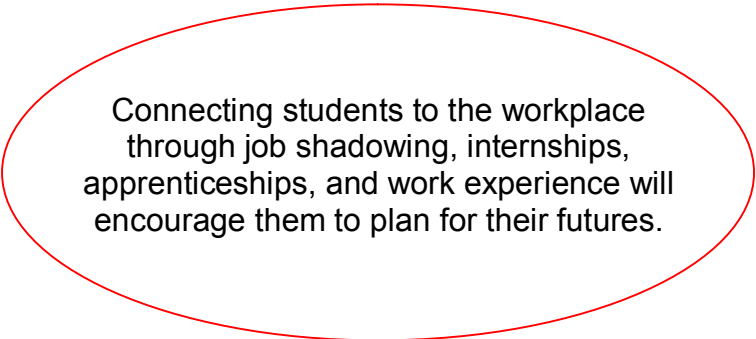
Yet, there are many ways in which school districts can address and overcome these problems (see Falvey, b). Now that “community experiences” are listed in IDEA’s definition of transition services [§ 300.18(b)(2)(ii)], one would expect to see school districts providing some transition services through a community-based curriculum. It is certainly worthwhile for districts to develop instructional programs based in the community and for parents and student to support this type of learning experience. Such an approach to learning and teaching is often essential, if students are going to master the skills necessary to function in the community. (NICHCY).

5.) How we Learn.

We remember:

10% of what we see;
20% of what we hear;
50% of what we see and hear;
70% of what is discussed by others;
80% of what we experience personally and
95% of what we teach someone else.

This once again, emphasizes the importance of a strong community based instructional component as part of the transition services provided to students with disabilities.



Connecting students to the workplace through job shadowing, internships, apprenticeships, and work experience will encourage them to plan for their futures.



II. What is Community Based Instruction?

The type of community-based training most often used across all disability categories is in the area of vocational training. Community-based vocational training can take many forms. Following are descriptions and scenarios of the most common components of community-based training/vocational training found in school programs.

➤ **Case Study Example**

Susie is 15 years old and is a sophomore in high school at Town School District. She has a severe learning disability and needs assistance in determining her future. When meeting with her local Vocational Rehabilitation Counselor, Ted and her Special Education Teacher, Mrs. W, they all decided to complete a timeline together.

The following is an example of a timeline which includes most of the components of community based training:

TRANSITION TIMELINE for Student

Age 15 – sophomore

Job Shadowing

Susie will be exposed for short periods of time to a variety of work settings to help her make decisions about future career directions. She will gain information by observing other people work and talking with the employees.

Age 16 – junior

Project Skills/Work Experience (see page 11)

Various employment opportunities will be developed for Suzie to gain work experiences in different settings. The training will be included in Susie's Individualized Education Program and closely supervised by school staff. The purpose of vocational training is to enable her to develop competencies and behaviors needed to secure future paid employment. As Susie reaches training goals in one setting she will be moved to another where additional training or reinforcement of skills can occur.

(Project Skills is a work experience program that is an agreement between vocational rehabilitation and the school districts. Students are paid for work performed through vocational

rehabilitation. The school districts match the funds by providing job coaching, job development, and follow-along services.) See appendix for more info.

Situational Assessment

This vocational assessment component will allow school staff to work with and observe Susie in different work settings in order to determine appropriate training objectives and environments. She will rotate through various work settings that correspond to her employment interests. Talk to your VR counselor to assist you with more information.



III. What does quality instruction in the community look like?

- Students should have frequent opportunities to interact with persons without disabilities.
- Involve students in a wide range of occupational areas so that they can make career choices.
- Make sure students have access to rehabilitation engineering and assistive technology.
- Reflect the local labor market needs.
- Include employment areas that have the potential of providing future meaningful work for decent pay.
- Keep parents informed and involved in the planning of community-based training for their child.
- Keep the instruction part of a long-range career plan.
- Keep the community-based instruction ongoing throughout secondary transition services.
- Indicate the community-based instruction in the transition component of the IEP.
- Keep the school personnel actively involved in the supervision of community-based training.
- Keep up with the performance evaluations.
- Make the instruction a natural experience.
- Openly discuss the community-based training activities with the students and their families.

Quality Community-Based Instruction

When implementing a community-based training program, there are several areas in which planning must occur and procedures that must be established. These areas include:

- | | |
|----------------|----------------------------|
| ■ funding, | ■ instructional strategies |
| ■ staffing, | and |
| ■ liability, | ■ data collection |
| ■ integration, | |

A. Funding

Adequate fiscal support is vital to the success of any educational program and must be obtained from a secure source if a program is to be sustained over a long period of time. When providing instruction within a classroom, there are many material/equipment needs, including books, etc. When providing community-based training, the supply needs are different but not more expensive. In fact, training skills in the community will usually be less expensive than teaching adult life skills on-campus in a simulated environment.

For example, training in residential skills can be provided in a "model apartment" at a local apartment complex, where furniture and appliances are already located. If this training were provided on a school campus, an apartment would have to be created and this could be quite costly.

- Redirect monies traditionally used for classroom supplies to provide for community-based training needs.
- Contributions.
- Fund-raising projects.
- Families of the students make grocery/supply lists and send these lists with the money.
- Lunch money.
- Set up a shopping or errand service for school staff and for other departments within the school (e.g. Home Economics) (Falvey,).
- Profits from a small business.
- Arrange with assisted living centers to conduct "mock" shopping trips for the elderly. This involves students shopping from a "mock" shopping list and carrying out all the steps associated with purchasing items to truly actually "buying" the items.
- There are many activities in the area of community-based training that do not require funds except those that may be needed for transportation. Visiting a doctor's office (to learn the skills associated with a doctor's appointment), visiting the health department (to learn about accessing services), going to the public library (to learn how to get a card and check out books), going to a lawyer's office (to learn the skills associated with obtaining legal services) and many other community service utilization training activities can be done at virtually no cost.

B. Staffing

Community-based training requires schools to reevaluate the traditional methods of utilizing staff and staffing schedules. Staffing patterns for conducting community-based training activities will differ from those typically used for classroom instruction. While large numbers of students with few staff, may be appropriate for some types of exploratory field trips (e.g. industry tours), this type of staffing pattern is totally inappropriate for community-based training. In order for instruction to occur, there should be sufficient staff/student ratios to actually teach skills while in the community.

In determining possible solutions to staffing problems that may occur with community-based training, several things must be considered including;

- 1) individual student needs;
- 2) the types of community-based training sites that will be offered;
- 3) staff available for the program; and
- 4) possible sources of additional staff. Following are some suggestions for staffing a community-based training program.

C. Staffing Strategies - Get Creative!

Team Teaching. Team teaching involves two (or possibly more) teachers working together to implement a community-based training program. While one teacher is scheduled for community-based training activities, the other teacher assumes responsibility for students not participating in community-based training that day.

Use of support personnel. Related services staff such as speech therapists, occupational therapists, physical therapists, or assistants in these areas can be used to assist with community-based instruction. Since the goal of all instruction for students with disabilities is generalization to the real world, where better to work on communication and mobility skills than in the community where these skills will ultimately be used?

- **Use of volunteers.** Many schools already have a volunteer program in place. Volunteers can be used to assist in community-based training but should be provided with systematic inservice training and in most cases should be accompanied by a member of the school staff.
- **College students.** The use of college interns to conduct community based training is similar to using volunteers. The advantage of using student interns is that they may already be familiar with instructional strategies and the field of special education in general.
- **Computer-assisted instruction.** Since community-based training requires some staff to be off campus, there must be some method of adequately providing instruction to those students who remain in class. Computer assisted instruction can assist with practice drills and review-type activities, thereby allowing less staff to accomplish the same amount of instruction.
- **Use of the same setting for multiple skill training.** There are some community training sites that lend themselves to teaching more than one skill. Usually these sites are vocational in nature. The idea behind this strategy is that less staff can supervise more students if the students are spread out (each working on a different skill in different stages of skill acquisition) over a single setting. For example, in a local Wal-Mart students can receive vocational training in the snack bar, customer service, the photography studio, the stockroom, custodial services, and the lawn center, while one or two staff move about assisting store employees in the supervision of the students.

- **Heterogeneous Grouping.** This strategy involves grouping students who have different training needs regarding intensity, duration, content or type of direct instruction. By grouping students of varying ability, they can benefit from observational learning and social interactions. In some cases, peer tutoring can be used.

D. Liability

One of the first concerns usually voiced by all parties (e.g. school administrators, parents, employers, school staff) when community-based training is mentioned is potential liability. Actually, what people are really concerned about is student safety. Traditionally, classrooms have been surrounded by four walls tucked safely within a school building. Unfortunately that is not the most effective method of delivering adult-outcome based instruction to students with disabilities. If we expect students to live, learn, work, and play in their community after graduation, we must train them prior to graduation in environments in which these skills will later be used. Everyone involved in community-based training must first realize that a special education teacher's classroom is now the whole community. Once community-based training is recognized as a legitimate teaching strategy, then real progress can be made in overcoming barriers, such as concerns about liability.

The most important liability-related issue is negligence. Negligence is most often associated with an absence of reasonable policies, procedures, actions, supervision, and behaviors that result in injury. There are many ways to ensure the safety of students while simultaneously protecting school staff from liability.

Liability Strategies

Parent permission.

Secure written parent permission for all community-based training activities.

IEP.

Ensure that the goals and objectives concerning community-based training are clearly indicated on the transition component of the student's Individualized Education Program.

Adopt Community-Based Training.

Have the local school board formally adopt community-based training as an approved teaching strategy and ensure staff involved in this activity are covered under the school system's liability policy (Falvey, 1989).

First Aid Kits.

Ensure that all staff accompanying students to community-based training sites have been trained in CPR and first aid. Have first aid kits readily available in all vehicles used for community-based training (Hamre-Nietupski, Dander, Houselog, and Anderson, 1988).

Medical Release.

Have medical release permissions signed by parents. These forms should give permission for school staff to obtain medical attention for students in the case of an accident and when parents

cannot be reached. These forms should contain pertinent information concerning emergency contacts, the name of the student's physician, insurance information, allergies, and other relevant medical information.

Injured on Site.

Have a written procedure to follow if a student is injured at a community based training site. Make sure all staff receives training in this procedure.

Adequate Insurance.

Ensure that students have adequate insurance to cover them in the event of an accident at a community-based training site. Some systems simply require proof that a student has insurance coverage (i.e. private or school's insurance program). If additional insurance is required there must be measures in place to assist with the cost for those students who are financially unable to afford school insurance. The purchase of school insurance will help defray any costs incurred by parents due to a deductible and/or co-payments in the event of an accident.

Safety.

Prior to utilizing a community-based site, teachers should do a safety assessment and discuss potential hazards with the contact person at the site.

Local Law Enforcement.

Notify local law enforcement agencies and rescue squads of the community based training activities being conducted by the school system so they will understand why students are in the community during the school day and will be ready to assist in the case of an accident (Falvey, 1989).

Safety Awareness Training.

All students should receive safety awareness training. This training should provide general safety training, as well as training specific to sites that may present unusual situations. If a site requires the use of machinery, it is a good idea to use a safety skill checklist and require students to pass a test prior to being allowed to use the machinery. If possible, students should go through the same safety training as employees at the business site. Remember that the Occupational Safety and Health Act (OSHA) regulations that apply to the worksite also apply to the students even though they are not in an employment relationship.

Child Labor Laws.

All applicable child labor laws should be enforced during vocational training at business sites. (see appendix)

The community is a natural teaching environment necessary for effective transition planning. Skills that are necessary for employment, independent living, and leisure can not all be taught in the classroom environment. The classroom and the community should not be thought of as separate, but integral. Teach skills in the classroom and practice them in the community.



Sample Transition Goals and Short Term Objectives

Community-Based Instruction is a meshing and overlapping of numerous skills. The following objectives will give an example of how to implement an activity one uses in everyday life. Community-Based Instruction needs to be functional and completed in a natural setting.

For example:

Goal: Karen will be able to use the calendar.

1. When given a calendar, Karen will be able to fill out at least five dates per month of her social, personal and school related activities with 100% accuracy.
 2. When using Karen's personal calendar, Karen will be able to state future dates for upcoming events with 75% accuracy 2/3 trials.
1. Purchase calendar at local store.
 - a) Communicate with clerk in store.
 - b) Use money skills to purchase calendar.
 - c) Identify parts of store.
 - d) Practice safety rules when crossing street, etc.
 - e) Estimating if Karen has enough money to purchase calendar.
 2. Filling in events on calendar.
 - a) Use telephone book to contact individuals.
 - b) Communicating on telephone
 - c) Writing down information (messages)
 - d) Neatness
 - e) Transfer information from one calendar to another (community/school calendar)
 3. Able to know when events occur
 - Be able to talk with peers about upcoming happenings.
 - Scheduling.
 - Understanding time passage.
 - Purchase cards/stationary to send for events.

- Write addresses on envelope.
- Purchase stamps at Post Office.
- Mail letter.

One can see that the cycle of teaching one skills will repeat constantly. After purchasing the card and stamps, all the above skills will be able to be reinforced as it naturally occurs in everyday life.

If this skill was taught in the “traditional” manner, a:

- Teacher would bring a calendar to school.
- Teacher decides dates on calendar, regardless of student interests.
- Student writes in dates and places calendar “out of sight”.

How would you rather be taught?

Traditional VS Community-Based Instruction

It doesn't take a rocket scientist, but a caring teacher to determine which is the best method.

Domestic

Make a bed.
Sort laundry.
Raking leaves.

Traditional

Do it in your classroom.
Bring in clothes to your room.
Rake the school lawn.

Community-Based Instruction

Go to the motel or home.
Go to the Laundromat.
Volunteer to rake the lawn of an elderly person in the community.
Maybe even start a business.

COMMUNITY

Reading a menu.
Reading safety signs.
Buying groceries.

Bring menus to your classroom.
Flashcards in your classroom.
You and every other teacher in school brings in empty grocery items.

Go to the café and actually order dinner.
Go find them uptown.
Go to the store.

VOCATIONAL

Wiping tables.
Hanging up clothes.
Following 2-4 step directions.

Clean classroom desks and tables.
Bring clothes and hangers to your room.
Go to chalkboard, write the letter L, turn off the light and turn around 3 times.

Go to the local café and clean tables/mall food court.
Go to the student's home and hang up clothes/second hand store, etc.
Go to the Post Office, buy 2 stamps and put on letters and mail.

Why is Project Skills Needed?

Many times, students don't get an opportunity to gain paid employment experience while in high school. Although willing, most employers cannot afford the supports students frequently require on their first job. It is an important learning, maturing, and socializing experience. In 1996 the Division of Rehabilitation Services (DRS) entered into a partnership with the SD Department of Labor (DOL) and the local school systems to address this need and funded a program entitled "PROJECT SKILLS". During the first year of this program over 175 students with disabilities received paid employment experience. Project Skills significantly impacted their readiness for adult life.

Vocational Rehabilitation (The Division of Rehabilitation Services/Services to the Blind and Visually Impaired) will continue funding Project Skills in the future. VR funds wages, workers compensation, FICA and other costs directly related to your job, such as, interpreters or uniforms. The type and amount of services received are based on your needs and must be approved by the VR Counselor.

Your local school system provides the matching funds for Project Skills through job development, job coaching, and monitoring you on the work site. The match ratio is for every \$10.00 VR provides in paid work experience, the school will provide \$3.70 from the services listed above. The match from the schools cannot be federal funds. You and your school can decide who provides these services. They can be provided directly by the schools or they may be purchased through other agencies such as Job Shops, Education Cooperatives, Career Learning Centers, Adjustment Training Centers, Mental Health Centers or approved private providers.

How do I know if I am eligible for Project Skills:

- 1.) First of all, just so you know, a work experience must be at least 50 hours in length, and can be as many as 250 hours per academic year and you can participate in Project Skills more than one year.
- 2.) Be age 16 or older before beginning the work experience.
- 3.) It is possible to participate in the same work experience setting but the job duties must change.
- 4.) You must:
 - a. be enrolled in a certified secondary education program and meeting minimum academic and attendance requirements.
 - b. have an employment experience as part of your IEP. (unless waived by the VR Counselor)
 - c. be determined eligible for vocational rehabilitation services by a Vocational Rehabilitation Counselor. An individual is eligible when they have a physical or mental impairment which constitutes or results in a substantial impediment to employment; can benefit in terms of an employment outcome from VR services;

and requires VR services to prepare for, enter, engage in, or retain gainful employment.

- d. have a vocational goal of supported or competitive employment.
- e. be determined by the Vocational Rehabilitation Counselor as an individual who requires an employment experience in order to prepare for adult employment and is not capable, because of your disability, of finding and maintaining employment in the business community.

Start right where you are. You can't change the past but you can design your own future. All you have to do is speak up and tell your teacher you are interested in getting a job and you want more information on Project Skills!

- 1.) Complete activities to find out what **your interests** are and what you can do; for example, person centered planning, vocational profile, interest and aptitude assessments.
- 2.) If your school has **School to Work opportunities** and/or Work Readiness programs available, you should participate in these activities to learn employability skills or work **maturity skills**.
- 3.) **Develop a career portfolio.** This is a collection of information that demonstrates your work history and career readiness skills. It should include: a job service application, resume, three references, sample cover letter, and summary or results of an interest assessment.
- 4.) Contact the **Vocational Rehabilitation (VR) Counselor** to apply for VR services.
- 5.) Sign a release of information form so important psychological, educational, and vocational **records** are given to the VR Counselor to determine eligibility to assist in sending you in the right direction.
- 6.) Your family, teacher, VR Counselor and you will develop an **IPE (Individual Plan for Employment)**. This is a very important process and document. It will help you identify your vocational goal, responsibilities and services necessary to meet those goals.

By the time you complete the activities above, you and your teacher will have a good idea of what your interests are, what kind of employment you want and what skills you have. **Some other activities to complete in helping you with your career decision are as follows:**

- ☐ Job shadow three businesses of interest. Job shadowing is when you follow an employee for one or more days to learn about a particular career or industry.
- ☐ Participate in two volunteer work experiences.
- ☐ Interview a worker in the career area of interest.
- ☐ Tour employment programs.
- ☐ Attend a Career Fair or Career Day seminar.

Have you had the opportunity to enroll in an "Employability" or "Careers" course?
Have you had the opportunity to participate in related work experiences within your school? You have identified your interests, you've completed your participant checklist (on back of folder) Now what is next? Job Development, that's what...

JOB DEVELOPMENT:

WHAT'S IN AND WHAT'S OUT FOR JOB DEVELOPERS

New trends in marketing and job development have changed the way Supported Employment (SE) professionals work with employers. As SE incorporates total quality management and principles of customer service, job development techniques must evolve as well.

Job placement agencies must remember that business and job seekers are their customers. And you are in the business of satisfying services.

The following list of what's in and what's out summarizes some of these key changes:

WHAT'S IN	WHAT'S OUT
Value added service	Hiring incentives
Community partnership	Agency self-interest
Awareness	Sensitivity
Identity	Image
Hiring to meet human resource needs	Placement of people with disabilities
Informed Choice	Paternalism
Skillful management of diversity makes good business sense	Hiring people with disabilities makes good business sense
Customer service perspective	Human service perspective
Customers	Clients/Consumers/Employers

A good customer service orientation means that job placement professionals can't afford to wait for customers to seek them out. Instead, they must launch themselves into the business market because their services are valuable.

By building long-term relationships with employers and representing the capabilities of a diverse workforce, SE can benefit both businesses and job seekers with disabilities.

(Rich Luecking - Executive Director, Trans Cen, Inc.)

Job development services consist of:

- 1.) Assisting you in completing the Job Service Applicant Registration.
- 2.) Assisting you in getting employment in areas that you like and are interested in. Employment must be in a community business not in school.
- 3.) Contacting employers for potential work site openings.
- 4.) Telling you about the job demands.
- 5.) Negotiating and completing the Project Skills Work Experience Agreement and getting approval from the VR Counselor before the work experience begins.
- 6.) Helping identify your job tasks and skills you will learn on the job.
- 7.) Processing modifications, if there is a change in wages, agreement period, job title, or in your job duties.

JOB COACHING :

Job coaching services are services to support and train you in the employment setting. Job Coaches train you on how to perform the job tasks to meet your employers requirements. This training usually starts one-on-one and gradually fades out as you become more independent on your job. The amount and length of services depends upon your needs. (This can be completed by a job developer or other person employed by the school can contract out to someone else.)

- Job coaching is an individualized service designed to provide any training that may be necessary for the employee to succeed on the job. It includes but is not limited to:
- Developing a task analysis based on observation of the job to learn the duties and demands of that position.
- Providing the initial and ongoing training that enables a worker to gain the skills necessary to perform her/his job.

- Working on a one-to-one basis, training the employee to perform the job duties, understand the work place culture, and adapt to new and changing routines.
- Helping the employee to meet all production and quality standards.
- Working closely with the employee, employer, and co-workers to identify the need for job site accommodations.
- Working with the employer, co-workers, family and friends to identify a natural support system for the employee.
- Working closely with other service systems providing support for the individual to ensure a coordinated effort

MONITORING SERVICES AT THE WORKSITE:

You will be monitored at the worksite at least three times per month. This is necessary to ensure that you are successful on your job and things are going smoothly for you, your employer and co-workers. (This can be done by a job developer or your school can contract out to someone else.)

Who provides the above services and what else do they need to do?

Your teacher can assist you with job development, job coaching and monitoring you at the worksite; or your school can contract these services out to another agency or person approved by VR. This is up to you and your school district as to who will provide the services.

Whoever is responsible for these services needs to complete the following:

- 1.) The Project Skills Monthly Service Report needs to be submitted to the VR Counselor. This report provides information status of your job development, job coaching and how you are doing on the job.
- 2.) In the event you are injured on the job, you must contact your employer and VR Counselor within three days. The "South Dakota Employer's First Report of Injury" form must be completed within 10 days from the notice of injury. These forms are available from your VR counselor.
- 3.) Assurance of Match Report documenting the amount of services and the matching funds from the school district. This form needs to be completed quarterly and submitted to the DRS state office.

STUDENT'S ROLE

Again, one of the most important decisions you will make in your life is preparing for employment. The question you must ask yourself is "What will I do to earn money?" There are many people who can give you their input when you are making these choices about employment, jobs, and careers. Ask them for their assistance. You can ask your parents, teachers, VR counselors, counselors, principals, employers, friends, relatives, and on, and on, and on.

When you seek competitive employment, you must compete with other job applicants from the community for the same jobs. That is why it is so important you be responsible and know what your role is in your job. If you know what your worker role is and follow through on those responsibilities, you will succeed on your job and can look forward to a bright future. Take a minute and read the student/worker role and ask your teacher for any clarifications.

The list below describes the student/worker role:

- \ Be on time.
- \ Be honest.
- \ Dress appropriately.
- \ Be responsible.
- \ Take directions from supervisors.
- \ Respond appropriately to constructive criticism.
- \ Get along with co-workers and supervisors.
- \ Follow directions.
- \ Let others know what they can do to assist you - advocate for yourself.
- \ Solve problems.
- \ Perform specific job tasks.
- \ Be persistent and willing to work and complete tasks.

PARENT/GUARDIAN/SURROGATE'S ROLE

Your parents want many things for you. They want you to have the right skills, knowledge, friends, common sense, and determination so that you will be successful in today's society. Your parents have to find a balance between protecting you too much and also letting go so you may be an independent young adult. This is really difficult for your parents. They will always be concerned for your well being in all areas of life!

Your parents can assist you with information regarding your habits and feelings and they generally know what interests you have and what you can do. They may know how you learn best and can inform your teacher and employer as to what supports you may need to begin employment in the community. Talk to your parents..... and together you can plan your future and start setting your goals.

Tell your parents this is how they can assist.....

- Give permission for work experience program.
- Be good role models.
- Provide opportunities to learn skills of independence.
- Give you responsibilities/opportunities to make choices.
- Learn and exercise education rights.
- Discuss and plan postsecondary goals.
- Listen to you and what other students/peers have to say.
- Organize family resources.
- Teach practical life skills.
- Help you plan for your future.
- Serve as a link between school and agencies.
- Learn about community resources.
- Identify supports that work for you.
- Be active team members.

SCHOOL'S ROLE

Your school is required to share the costs in Project Skills. The school's costs are in providing job development, job coaching and monitoring you at the worksite. They can provide these services directly or purchase them from another agency or provider approved by DRS. In addition, schools should provide the following activities:

- Promote experiences that build your confidence as a member of the community.
- Encourage you to share your dreams and goals for the future.
- Ask you and your family to express hopes and concerns about your future needs.
- Identify team members' roles, responsibilities and time schedules.
- Assess and help identify your skills and interests.
- Monitor progress at work and visit your employer.
- Make sure that you are receiving the necessary supports for job training.
- Provide assistive technology if needed.

Your school should help you identify skills you may need to live in the community. They know different options, resources, accommodations, and other organizations. When they share this information with you they can help your "team" develop a plan that supports your choices.



VOCATIONAL REHABILITATION COUNSELOR'S ROLE

Vocational rehabilitation services can assist you with career planning and the vocational part of your education. The VR Counselor can help you identify a job goal that will match your strengths and abilities. They can help you identify necessary services and work experience programs such as Project Skills. When transitioning from school to the work force, VR may also assist you with training costs after high school.

An IWRP (Individual Written Rehabilitation Program), will be written while you are still in school to coordinate with your IEP (Individualized Education Plan). What is an IWRP? It is an individual plan to identify services and who provides them. It is a joint effort between the counselor and you to determine an employment outcome as well as the assessment of your rehabilitation needs.

The Vocational Rehabilitation Counselor can provide you with:

- Vocational guidance and counseling
- Vocational assessments
- Medical or psychological assessments
- Work adjustment training
- Situational assessments
- Assistance in obtaining employment
- Skills training for a specific job
- Information regarding assistive technology as well as some financial assistance for the assistive technology device
- Liaison with other adult service agencies to ensure a smooth transition
- Financial assistance with post-secondary education, possibly financial assistance with books if financial need is met
- Short term services such as medical services and other emergency services if financial need is met
- Information on your rights as provided for in American with Disabilities Act (ADA)

The amount and type of services provided by VR are individualized and based upon the participant's needs. As part of the ***South Dakota Cooperative Agreement Concerning Transition Services for Youth With Disabilities*** VR has assumed the role of providing employment and assessment services when students with disabilities are pursuing permanent employment. Your local school district is responsible for employment and assessment activities specifically for work experiences, job tasting, job shadowing and other services prior to permanent employment. For more information on DRS programs and their services use the Internet! The Internet address is: [http:// www.state.sd.us/state/executive/dhs/drs/drs.htm](http://www.state.sd.us/state/executive/dhs/drs/drs.htm)

EMPLOYER'S ROLE

Project Skills is a huge opportunity! This is a time in which you, your school, your VR Counselor and your employer will all need to communicate effectively and work together to make this a successful partnership! Your employer will take the time to help you learn new techniques and skills to better yourself ! All you need to do is come to work motivated with the willingness to learn!

Employers are looking for people who are hard workers, have good work ethic and the ability to get along with others. They will assist in training for the job by following the training plan listed on your work experience agreement. They will also provide you with supervision and will supply sufficient materials and equipment to perform assigned duties. Your employer will make sure that the working conditions are safe, and healthy, and will obey all child labor laws.

Your employer agrees to:

- ☐ Keep accurate time and attendance records for you and assist in sending in your time card to your VR Counselor on a bi-weekly basis.
- ☐ Provide adequate general liability and automobile liability insurance covering your actions.
- ☐ Provide information about progress in employment.
- ☐ Provide suggestions for modifying your work environment.
- ☐ Provide information regarding future vacancies.
- ☐ Suggest work-related skills to be taught in the school curriculum.
- ☐ Participate in identifying your training plan.
- ☐ Provide direction on your job duties.
- ☐ Promote good work habits.

Implementing a Transition-focused IEP

The best transition plan will not prepare a student for adult life without the availability of many high quality options for implementation. **There are several important components to consider in the implementation of a student's transition-focused IEP. These include:**

- Special education services in high school settings,
- Meeting graduation standards through general education and
- School -to-work activities.

This section focuses on each of these components.

High School Special Education Services

Special Education services are designed to provide steadiness with the instruction and support they need to be successful in courses and other activities leading to a smooth transition to adult life. This leaves special education teachers at the junior high/middle school and high school levels with a multitude of important responsibilities, some of which include tutoring, helping students “catch up” with regular education coursework, supervising “special ed.,” study halls, or being assigned to teach watered-down versions of academic courses.

In a study through the University of Minnesota, June (1991) interviewed high school students about what they were taught to do to compensate for their weaknesses. Their most common response was that people just told them to “try harder.” June also found that most high school students with learning disabilities had been taught few learning strategies.

Important areas of instruction and service by secondary special education instructors....

Grades 7 and 8

- ◆ Teach and reinforce strategies to improve study habits, time management, and general organization skills.
- ◆ Prepare students for active involvement in their IEP meetings and begin to explore future goals in all transition areas. Teach students to be self-advocates.
- ◆ Assist students in selecting courses that will allow them to explore career interests and skills through School-to-Work activities.
- ◆ Teach and reinforce learning strategies in academic areas.
- ◆ Prepare students to take basic graduation standards tests.

- ◆ Explore the use of a variety of school, home, and community accommodations with students.
- ◆ Other opportunities for students to learn about high school courses, activities and services.
- ◆ Encourage involvement in community organizations, extra-curricular activities and School-to-Work student organizations.
- ◆ Encourage students to select general education courses that offer service learning opportunities.
- ◆ Assist students in developing a personal transition file in which to collect important information such as school and medical records, IEP's, samples of academic work, evaluation, information, transcripts and test scores, record of school-based, work-based, and service learning School-to-Work activities.

Grades 9 and 10

- ◆ Assist students in clarifying the exact nature of their disabilities--this could be done by sharing with students their assessment results (interpret as needed so students understand).
- ◆ Assist students in developing a profile of their own unique strengths and limitations.
- ◆ Assist students in understanding how their disabilities affect their lives.
- ◆ Help students understand their legal rights under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act - especially as related to their legal right to accommodations.
- ◆ Assist students in selecting and using learning strategies and accommodations that are most effective for them.
- ◆ Teach students to request appropriate accommodations in school, home, work, and community environments.
- ◆ Assist students in pinpointing specific academic needs and developing goals to address them.
- ◆ Assist students in refining their future goals in all transition areas and selecting performance measures within graduation standards that will help them successfully meet their goals.
- ◆ Assist general educators in adapting and modifying graduation standards performance measures to meet unique student goals and needs.
- ◆ Continue to encourage involvement in community organizations, extra-curricular activities and School-to-Work student organizations.

- ◆ Continue to assist students in selecting courses that allow them to refine career interest and skills through School-to-Work activities.
- ◆ Assist students in developing and following through with solutions to academic and social difficulties.
- ◆ Continue to assist students in collecting measures, organizing, and using their personal transition files.

Grades 11 and 12

- ◆ Assist students in collecting information about institutions of higher education if post-secondary education is one of their future goals.
- ◆ Encourage students to contact post-secondary institutions of interest to find out about services offered for students with disabilities.
- ◆ Continue to develop and refine future adult goals in all transition areas.
- ◆ Assist students in taking charge of their own transition-focused IEP meetings.
- ◆ Assist students and families in applying for post-school support services (rehabilitation services, social services, health services, social security, etc.).
- ◆ Support students in continuing to use and improve the skills and learning strategies developed in previous years, such as determining and following through with solutions to academic and social difficulties they encounter in general education settings.
- ◆ Continue to assist students in selecting performance measures within graduation standards that will help them successfully meet their transition goals. Assist general educators in adapting and modifying performance measures to meet unique student goals and needs.
- ◆ Continue to encourage involvement in community organizations, extra-curricular activities and School-to-Work student organizations.
- ◆ Continue to assist students in selecting courses that will allow them to refine career interests and skills through School-to-Work activities.

Encouraging and Discouraging Self-advocacy

“Each Person designs his own life, freedom gives him the power to carry out his own designs, and power gives the freedom to interfere with the designs of others.”

**-Eric Berne
1910-1970, Psychiatrist, Writer**

The student's dreams, interests, and goals must drive transition planning. Students must be given every opportunity to understand their options and lead the process. These are skills that youth must develop, with appropriate supports and opportunities. Depending upon their disability, levels of self-advocacy and self-determination differ, nevertheless ALL students need to know what self-advocacy and self-determination are.

Students are encouraged to advocate for themselves when we:

- ♥ Involve them and their families in the design and implementation of their transition-focused IEP early in their education.
- ♥ Teach them how to actually plan, participate in, and run their transition-focused IEP meetings.
- ♥ Encourage them to write their transition-focused IEP goals in the first person (I will.....).
- ♥ Listen without judgment and ask, “what happened” in non-confrontational tones.
- ♥ Encourage them to self evaluate.
- ♥ Allow them to make mistakes when appropriate.
- ♥ Teach them about the five transition areas and help them determine current skills, decide on future goals and design place to attain those goals.
- ♥ Help them increase self knowledge and understanding about their specific disability.
- ♥ Help them identify what is interfering with their performance in academic learning and employment.
- ♥ Help them develop compensations, accommodations and assistive technology what will enable them to succeed.
- ♥ Help them learn how to transfer this knowledge effectively when speaking up on their own behalf.
- ♥ Allow them to practice ways to express preferences, suggest alternatives, negotiate, ask for accommodations, and solve problems.
- ♥ Prepare them for adult life by teaching them skills that can be used in work, living, and leisure activities outside of school.
- ♥ Cite their accomplishments and complement their strengths.
- ♥ Encourage family members to allow students to practice making choices and to follow through on decisions.
- ♥ Provide mentors and role models.
- ♥ Have them participate in retreats and workshops.

- ♥ Encourage them to take risks.

Students are discouraged from advocating for themselves when we:

- ♥ Do it for them.
- ♥ Tell them “no excuses.”
- ♥ Have lower expectations of them.
- ♥ Write self-advocacy goals on their transition-focused IEP without providing opportunities to teach self-advocacy skills.
- ♥ Enable limiting or inappropriate behaviors.
- ♥ Don’t model self-advocacy.
- ♥ Provide them several opportunities for success.
- ♥ Write their transition-focused IEP without them.
- ♥ Don’t allow them to sometimes fail.
- ♥ Respond negatively.
- ♥ Emphasize rules and regulations and discourage options and choices (encourage conformity).
- ♥ Make decisions for them.
- ♥ Lack sensitivity.
- ♥ Lock them into a grading system that discourages them from trying.
- ♥ Shame, embarrass, place them under suspicion, overprotect, patronize, invalidate, and humiliate them.
- ♥ Discourage them with comments like
 - “If you’d just try harder.”
 - “There is someone worse off than you.”
 - “That would be unfair.”
 - “You need to concentrate more.”
 - “You will have to do this someday on your own.”
 - “Everybody has problems learning.”



HELP YOUR TEEN IDENTIFY THEIR INTERESTS AND ABILITIES

Too Young to Choose? Many parents believe that college is where young people discover who they are. But neuroscientists have recently discovered that children are born with unique learning patterns and interests. A child's interest and abilities are fairly well-defined by age 10, and wise parents help their children discover and develop these interests and abilities.

There's a simple reason for this; when teens know what they love to do, and what they're good at, they are more likely to succeed than teens who have not explored their interests and abilities.








As a parent, you can help guide your teen to the **self-awareness** that is critical for future success.

Here are some key questions to ask yourself:










- ◆ What is my teen's favorite subject in school?
- ◆ What subject is the most challenging for my teen?
- ◆ How well does my teen study? Is homework completed on time? Is my teen's homework the number one priority in our household?
- ◆ What volunteer activities does my teen pursue?
- ◆ Is my teen's job connected to his or her interests?
- ◆ Have you asked your teen, "where do you see yourself in ten years?"
- ◆ Which societal problems does your teen care about?
- ◆ Does your teen prefer to work individually or in groups?
- ◆ Has your teen connected with other people who share his or her interest?
- ◆ Has your teen met with the school career specialist?
- ◆ Has your teen met with the school counselor?
- ◆ Is your teen beginning to see a connection between passions and professions?
- ◆ Does your teen understand that the best post-secondary education follows logically from interests and abilities developed in high school?
- ◆ Are you making sure that your teen is leaving high school prepared to succeed?
- ◆ Does your teen have the necessary academic and technical skills to succeed after high school?

Career Development Checklist for the student to complete prior to work experience:

Career Awareness

-  Can identify parents' and other family members' jobs.
-  Can describe what parents and others do on their jobs.
-  Can name and describe at least 10 different occupations.
-  Can describe how people get jobs.
-  Can describe at least three jobs to investigate.
-  Can discuss what happens if adults cannot or do not work.
-  Can identify why people have to get along with each other to work.

Career Exploration

-  Can discern the difference between a job and a career.
-  Can identify three ways to find out about different occupations.
-  Can state at least three things they want in a job.
-  Can identify the steps in finding a job.
-  Can identify at least three careers they want to explore.
-  Can state preferences for indoor vs. outdoor work, solitary work versus working with others, and working with their hands and tools/machines versus working strictly with their minds.
-  Can identify how to get applications and how to complete them.
-  Can discuss why interviews are important.
-  Can identify their strengths, abilities, skills, learning styles, and special needs regarding work or specific jobs.

Career Preparation



Can identify career/vocational courses they want to take in school.



Can describe the educational and work requirements of specific careers and jobs.



Can identify where education and training can be obtained.



Can explain steps in acquiring the skills necessary to enter a chosen field or job. Can describe entry level skills, course or job requirements, and exit level competencies to succeed in courses.



Can identify community and educational options and alternatives to gaining education and employment in a chosen field.



Can identify the worker characteristics and skills in working with others that are required in a chosen field or job.

Career Assimilation



Can identify steps to take if they want to advance in their place of employment.



Can identify educational benefits and ways of gaining additional training through their employment.



Can explain fields that are related to their current work in which they could transfer.



Can identify ways to change jobs without losing benefits or salary.



Can describe appropriate ways of leaving or changing jobs and companies.



Can relate their skills to other occupations or avocations.



Can explain retirement benefits.



Can identify and participate in leisure activities that they can pursue after they retire.

Note: From *Assess for Success: Handbook on Transition Assessment* by Patricia L. Siffington, Debra A. Neubert, Wynne Begun, Richard C. Lombard, and Pamela J. Leconte, 1996, Reston, VA: The Council for Exceptional Children, Permission is granted to reproduce this page.

Relevant Assessment Questions for Career Development How Much Do You Know?

Awareness Phase

- What is work?
- What is a job?
- What are some jobs you know about?
- What kind of work do people do on these jobs?
- What have you dreamed of doing when you finish school?
- What kind of job do you want?
- Where do you want to live, and with whom, when you are grown up?
- Why do people work?
- Why do you want to work?
- What do you enjoy doing when you are not in school?
- What jobs do your mother, father, and other family members have?
- What types of things do they do in their jobs?
- What is college?
- Why do people go to college?
- What is vocational training?
- What is public transportation?
- How would you get where you want to go if your parents did not drive you?
- What is voting?

Exploration Phase

- What jobs are you interested in visiting?
- What exploratory courses would you like to take in school?
- What hobbies do you have?
- What activities do you do in your spare time?
- What volunteer or community service work do you do?
- Did you enjoy your summer job?
- What parts did you like best?

- Do you like being inside or outside better?
- Do you prefer being with other people, or do you enjoy being by yourself?
- Do you enjoy working with your hands and with tools, or do you prefer to solve problems in your head?
- Did you get along well with your classmates? If so, why did you? If not, why didn't you?
- What skills do you have that you can use in these or other courses?

Preparation Phase

- What courses do you need to achieve your career goals?
- What skills will you need to gain entry into those courses?
- How will you prepare to live on your own?
- Will you need to take courses during high school and after?
- Will these courses lead to college courses?
- Does the school have a tech prep program?
- Do you and your family plan for you to attend college?
- Will you gain the skills needed to succeed in college?
- Will you be able to get a job based on your high school and/or college coursework?
- Does the educational program provide job placement and support?
- Can you gain entry into an approved apprenticeship program?

Assimilation Phase

- Can you continue your training and education after you begin employment?
- Does the employer provide educational benefits?
- How can you advance within the company?
- Can you transfer between departments in the company?
- Does the employer offer a good retirement and benefits package?
- Do you have alternatives to pursue if your employer has to downsize or lay off workers?
- Do you have options for continuing education, even for leisure interests?
- Can you transfer your job skills and vocational skills to other employment?

Note: From *Assess for Success: Handbook on Transition Assessment* by Patricia L. Sitlington, Debra A. Neubert, Wynne Begun, Richard C. Lombard, and Pamela J. Leconte, 1996, Reston, VA: The Council for Exceptional Children. Permission is granted to reproduce this page.

Situational Assessment

Situational Assessments are essentially the observations of people in work situations. It involves a practice of observing, evaluating, and reporting over a period of time. During this assessment, a consumer's behavior and work performance in a job situation with other employees is observed. This type of evaluation helps the consumer learn the role of a worker, allows the evaluator to access many more work behaviors than can be explored with standardized vocational testing approaches.

For situational assessments to be effective an appropriate work site must be utilized, adequate supervision provided and a means to gather information. Situational assessments funded by DRS and SBVI must include the following requirements:

1. Work site must be with a business in the community, not a segregated workshop.
2. Consumer must perform the work duties as part of the assessment. Receiving a tour or observing a job is not considered part of a situational assessment.
3. Observations and comments will be recorded on a Situational Assessment report form approved by the Division of Rehabilitation Services.

SITUATIONAL ASSESSMENT

****IDENTIFYING INDIVIDUAL WORK** CHARACTERISTICS ON-THE-JOB**

- ❖ NON VERBAL SIGNS OF WORK PREFERENCES
- ❖ SKILLS IN WORK PERFORMANCE
- ❖ ENVIRONMENTAL PREFERENCES
- ❖ CO-WORKER PREFERENCES
- ❖ TIMES OF OPTIMAL PERFORMANCE
- ❖ RESPONSE TO FACTORS IN THE ENVIRONMENT
- ❖ PHYSICAL CAPACITIES
- ❖ SIGNS OF WORK PLACE REDESIGN
- ❖ FUTURE SUPPORT NEEDS

CONDUCT
SITUATIONAL
ASSESSMENTS TO DETERMINE:

1. ENDURANCE
2. STRENGTH
3. COMMUNICATIONS SKILLS
4. RESPONSE TO SUPERVISION
5. JOB PREFERENCES
6. RESPONSE TO FACTORS IN THE ENVIRONMENT (i.e., noise, movement, objects, space, etc.)
7. OPTIMAL TIME OF WORK PERFORMANCE
8. RESPONSE TO CO-WORKERS, ETC.

Some materials that can assist your students in identifying their work interests, skills and abilities include:

- ◆ Career Development Checklist (see attachment)
- ◆ Awareness Phase (see attachment)
- ◆ Situational Assessment (see attachment)
- ◆ Reading Free Interest Inventory
- ◆ Junior Choices
- ◆ Career O'Roma
- ◆ Future Choices
- ◆ Discover Program
- ◆ The Career Game

Middle & High School Students

Here are 20 ways in which parents and families of middle and high school students can get involved in the development of career awareness:

1. Encourage your child to use the local library as a resource on careers and information gathering. Invite your child to help you to conduct research if you are undergoing a job search yourself.
2. Have your employer sponsor learning activities at your child's school. For instance, if your employer is a bank and you are a bank teller, provide assistance to the students and teachers by helping them establish a school bank. Prior to starting the bank at the school, arrange a tour of your worksite.
3. Help organize field trips for your child's class related to the world of work.
4. Participate in parent involvement activities at your child's school, particularly those related to School-to-Careers.
5. Have your child volunteer for a charity or community organization. This will empower your child to better the community and develop interpersonal and organizational skills.
6. Make your child aware of the connection between education and careers. Talk about how you apply your own education to your work and develop games connecting school subjects to work tasks.
7. Encourage your child to find summer and seasonal employment. Evaluate the job application and give feedback on communication skills if an interview is involved.
8. Seek information from professional associations on career opportunities.
9. Urge schools, employers and businesses in your community to encourage and reward academic achievement.
10. Make presentations or speeches at your child's school during a Career Day or School-to-Careers meeting.
11. Allow your child or other students to shadow you for a day at your workplace. (Shadowing is when a student attends work with an adult for a day to learn more about a career in which he/she is interested.)
12. During vacations, work with your child to explore the occupations and careers which are abundant in your community. Review newspapers and attend business and community meetings.

13. Read the newspaper together: What are the headlines? What are the jobs that come to mind? Examine the business sections: What companies are growing? Increasing their workforce? Developing new products? Exploring new territory? Which of these is interesting to your child? Why or why not? What school subjects do the articles bring to mind? Is it a favorite subject for your child? Review job advertisements. Discuss qualifications and their relation to academics.
14. Have your child take an interest inventory. What does it tell your child about him/herself? What does it tell you about your child?
15. Keep a portfolio on your child. Encourage your child to assist you in choosing the contents. What kinds of things will you consider keeping? The portfolio should contain this information: demographic data, personal statistics, activity, school data, interest inventory results and aptitudes, schoolwork samples, photos, special accomplishments, etc. Allow your child to take over maintaining the portfolio when ready and able.
16. Involve and encourage friends, relatives and acquaintances to talk to your child about skills and values they use in the workplace.
17. Plan leisure time activities that explore interests, abilities and skills.
18. Review these classifications of skills and have your child determine where his or her skills fit: doer, thinker, creator, helper, organizer, persuader. Give definitions of each. What are others? Discuss and list the career possibilities under each category.
19. Create a budget for your child for today. Help him or her determine the salary expected in the chosen field. Look at the things your child dreams of owning - car, home, boat, etc. Take your child to a local employment agency to determine if there are any available jobs in the field of interest. Determine if the salary meets the expectations of your child. Ask your child what skills and education he or she would need to be qualified for the job. If qualified for the job, ask your child how he or she would handle competing with several other people for the same job even though they possess the same level of education, experience and skill.
20. Discuss with your child the changing nature of the job market and the nature of work. Discuss the shift in downsizing and rise in temporary workers as compared to the past.
21. Discuss how you deal with these pressures - lack of benefits, shift to service employment, shrinking salaries. Discuss the new opportunities in international employment.

Transition Assessment Tools

Transition Skills Assessment

Created to help young people progress for their transition from high school to adult life.

Student Name:

Date:

Rating Scale: I do (or ____does) this:

	0=no, or no experience in this area
	1=yes, with help or modifications
	2=yes, no problem

EMPLOYMENT

Knowing about jobs

- | | | | | |
|--|---|---|---|---|
| 1. Can you describe the different kinds of jobs that are available to young people in your community or state? | 3 | 3 | 3 | 3 |
| 2. Can you describe several different possible jobs that fit well with your skills and interests? | 3 | 3 | 3 | 3 |

Finding a job

- | | | | | |
|--|---|---|---|---|
| 3. Do you use different ways to hunt for jobs, like reading want ads and asking friends or family members for leads? | 3 | 3 | 3 | 3 |
| 4. Do you prepare a good resume, with the right kinds of information on it? | 3 | 3 | 3 | 3 |
| 5. Do you complete job applications properly and perform well in a job interview? | 3 | 3 | 3 | 3 |

Skills on The Job

- | | | | | |
|--|---|---|---|---|
| 6. Is your attendance at work acceptable? | 3 | 3 | 3 | 3 |
| 7. Do you arrive to work and leave the job on time? | 3 | 3 | 3 | 3 |
| 8. Is your employer satisfied with the amount of work you do and how well you do it? | 3 | 3 | 3 | 3 |
| 9. Do you get along well with the other workers? | 3 | 3 | 3 | 3 |

LIFELONG EDUCATION AND TRAINING

Reading

- | | | | | |
|---|---|---|---|---|
| 10. Do you accurately read short phrases and sentences?
Some examples are (1) short questions on a test,
(2) restaurant menus, and (3) newspaper headlines. | 3 | 3 | 3 | 3 |
| 11. Do you accurately read short paragraphs? Some examples
are (1) directions for cooking food, and (2) instructions for doing
homework. | 3 | 3 | 3 | 3 |
| 12. Do you accurately read lengthy materials? Some examples are
(1) newspaper and magazine articles, and (2) novels. | 3 | 3 | 3 | 3 |
| 13. Do you accurately read difficult materials? Some examples are
(1) textbooks, and (20) manuals for operating a dishwasher or
stereo system. | 3 | 3 | 3 | 3 |

Writing

- | | | | | |
|---|---|---|---|---|
| 14. Do you accurately write short sentences? Some examples are (1) grocery lists, and (2) short answers to questions on a test. | ☺ | ☺ | ☺ | ☺ |
| 15. Do you accurately write short paragraphs? Some examples are (1) a short letter to a friend, and (2) written directions on how to go some place. | ☺ | ☺ | ☺ | ☺ |
| 16. Do you accurately write lengthy materials? Some examples are (1) an essay for an English class, and (2) a job application including a letter describing your qualifications | ☺ | ☺ | ☺ | ☺ |

Math

- | | | | | |
|--|---|---|---|---|
| 17. Do you add, subtract, multiply and divide whole numbers, either with or without a calculator? | ☺ | ☺ | ☺ | ☺ |
| 18. Do you use basic units of measure accurately? Some examples include measuring (1) weight, (2) length, and (3) time. | ☺ | ☺ | ☺ | ☺ |
| 19. Do you use math skills to help solve problems in school or in the community? Examples include (1) the length of a trip, and (2) developing a budget. | ☺ | ☺ | ☺ | ☺ |

Post-Secondary Education

- | | | | | |
|---|---|---|---|---|
| 20. Has the support you need been identified and included in your transition plan, e.g., a) rehab services, b) higher education support, c) county social services, d) other adult services, e) financial assistance. | ☺ | ☺ | ☺ | ☺ |
| 21. Can you identify a variety of post-secondary training/learning options that match your career goal? | ☺ | ☺ | ☺ | ☺ |
| 22. If you have a disability, do you ask for accommodations (when needed)? | ☺ | ☺ | ☺ | ☺ |

HOME LIVING

Self Care

- | | | | | |
|---|---|---|---|---|
| 23. Do you have good sleeping habits? | ☺ | ☺ | ☺ | ☺ |
| 24. When you are having personal problems, do you go to friends or family members for help? | ☺ | ☺ | ☺ | ☺ |
| 25. Do you have good health habits? | ☺ | ☺ | ☺ | ☺ |

Nutrition and Fitness

- | | | | | |
|---|---|---|---|---|
| 26. Do you eat well balanced, healthy meals each day? | ☺ | ☺ | ☺ | ☺ |
| 27. Do you maintain your weight at a good level? | ☺ | ☺ | ☺ | ☺ |
| 28. Do you exercise at least three times a week? | ☺ | ☺ | ☺ | ☺ |

Personal Management

- | | | | | |
|--|---|---|---|---|
| 29. Do you get yourself up in the morning? | ☺ | ☺ | ☺ | ☺ |
| 30. Do you prepare meals for yourself? | ☺ | ☺ | ☺ | ☺ |
| 31. Do you manage money effectively? | ☺ | ☺ | ☺ | ☺ |
| 32. Do you manage time effectively? | ☺ | ☺ | ☺ | ☺ |

	Student	Parent	Teacher	Average
Money Management				
33. Do you pay for things in stores without making mistakes? Some examples include (1) knowing if you have enough money to buy what you want, and (2) knowing if you get the correct change.	ə	ə	ə	ə
34. Do you shop carefully and get things for good prices?	ə	ə	ə	ə
35. Do you use a checking or savings account to manage your money?	ə	ə	ə	ə
36. Do you budget your money well enough to pay for the things you want and need?	ə	ə	ə	ə

Medical

37. Do you know what to do in emergency situations?	ə	ə	ə	ə
38. Do you independently take medication?	ə	ə	ə	ə
39. Do you make doctor's appointments?	ə	ə	ə	ə
40. Do you know the difference between serious and minor illnesses?	ə	ə	ə	ə
41. If you have a disability, can you explain it to medical personnel?	ə	ə	ə	ə

COMMUNITY PARTICIPATION

42. Do you use the telephone to get information about things that you need?	ə	ə	ə	ə
43. Do you know how to find transportation when needed?	ə	ə	ə	ə
44. Do you have a driver's license?				
45. Do you use relevant community resources (e.g., health care facilities, bank, library, laundromat, postal services, church, restaurant, hair stylists)?	ə	ə	ə	ə
46. Do you make appointments in the community and keep them?	ə	ə	ə	ə
47. Do you locate unfamiliar destinations by asking for directions and/or using a map?	ə	ə	ə	ə

RECREATION/LEISURE

Socialization/Friends

48. Do you have friends your age?	ə	ə	ə	ə
49. Do you have different kinds of personal relationships (intimate friends, close friends, acquaintances)?	ə	ə	ə	ə

Leisure/Recreation Activities

50. Do you have a hobby? Some examples are (1) using a computer, (2) playing an instrument and (3) painting.	ə	ə	ə	ə
51. Do you participate in school activities?	ə	ə	ə	ə
52. Do you participate in community activities?	ə	ə	ə	ə

- | | | | | |
|---|---|---|---|---|
| 53. Do you find information on leisure activities of interest to you? | 3 | 3 | 3 | 3 |
|---|---|---|---|---|

INTERPERSONAL RELATIONSHIPS

Communicating With Other People

- | | Student | Parent | Teacher | Average |
|---|----------------|---------------|----------------|----------------|
| 54. Do you look people right in the eye when you talk to them or they talk to you? | 3 | 3 | 3 | 3 |
| 55. Do you listen carefully to other people when they talk to you and try to understand what they are saying? | 3 | 3 | 3 | 3 |

Relating to Authorities

- | | | | | |
|---|---|---|---|---|
| 56. If you don't understand what a teacher or employer wants you to do, do you ask questions? | 3 | 3 | 3 | 3 |
| 57. If teachers or employers try to correct something you are doing, do you accept their help? | 3 | 3 | 3 | 3 |
| 58. If you think that a teacher or employer isn't treating you fairly, do you stand up for your rights? | 3 | 3 | 3 | 3 |

Relating to Peers

- | | | | | |
|--|---|---|---|---|
| 59. Do you get along well with people your own age? | 3 | 3 | 3 | 3 |
| 60. If something isn't going well with your friends, do you work it out? | 3 | 3 | 3 | 3 |
| 61. If you need something from a friend, do you ask for help? | 3 | 3 | 3 | 3 |
| 62. If somebody tries to take advantage of you, do you stand up for yourself and stop this from happening? | 3 | 3 | 3 | 3 |

Self Awareness

- | | | | | |
|---|---|---|---|---|
| 63. Do you participate in your IEP/transition planning? | 3 | 3 | 3 | 3 |
| 64. Do you understand and effectively talk about your limitations/needs as well as strengths? | 3 | 3 | 3 | 3 |

Responsibility

- | | | | | |
|---|---|---|---|---|
| 65. Do you complete your school assignments on time? | 3 | 3 | 3 | 3 |
| 66. Do you come to classes regularly and on time? | 3 | 3 | 3 | 3 |
| 67. Do you follow through on things that you tell people you will do? | 3 | 3 | 3 | 3 |

Solving Problems

- | | | | | |
|--|---|---|---|---|
| 68. When you have a problem, do you think of several ways of solving it? | 3 | 3 | 3 | 3 |
| 69. When you can't think of a good way of solving a problem, do you ask other people for help? | 3 | 3 | 3 | 3 |
| 70. After you make a decision, do you follow through on doing what you have decided? | 3 | 3 | 3 | 3 |

SENIOR YEAR

Independent Living

Make detailed plans for living on your own if that's your goal. Keep practicing your independent living skills.

Learn to take care of your health care needs (make appointments, fill and take prescriptions, etc.).

Make a list of people and agencies that can help you if problems come up.

Postsecondary and Employment

Choose the college or adult education school or program you plan to go to and make plans with the school for accommodations.

Choose and get a job, along with any supports needed.

Learn to be on time for work, appointments, and social activities.

Make plans for how you will get to school work, etc. (bus, car, friends).

Get copies of transcripts and other important records from your school before you graduate.

Write your resume and get letters of recommendation from teachers before you graduate.

Supports

Make sure you have in place any income and health care support programs you might need (SSI, Independent Living Services, Medicaid).

Build detailed plans of supports you will need with adult service agencies.

Begin transitioning into your new adult service plan.

Being Your Own Advocate

Work on communication skills and self-advocacy skills (standing up for and speaking up for yourself).

Become involved with advocacy and support groups.

Fair Labor Standards Act

Requirements for Participation

The U.S. Departments of Labor and Education issued new guidelines in September, which apply to students with disabilities in non-employment relationships. A non-employment relationship occurs as part of the vocational exploration, assessment, and training components of CBVE programs. This section presents many of the questions frequently asked about these new guidelines. Each question includes an answer developed by the U.S. Department of Education in collaboration with officials from the U.S. Department of Labor's Wage and Hour Division.

1. Which students may participate in community-based vocational education under these guidelines for non-employment relationships?

Students who meet state guidelines for special education may participate in community-based vocational education if it is determined appropriate for them.

2. How is it determined which students might need community-based vocational education?

The determination should be based on the individual student's needs taking into account the student's preferences and interests. Community-based vocational education would be considered a major change in placement for most students and would require a change in the IEP. The education agency must invite the student to any meetings considering transition services or participation in community-based vocational training.

3. Does the term "physical and mental disabilities" mean that students with learning disabilities are excluded?

No. Learning disabilities can have their origin in physical or mental disabilities. However, participation in community based vocational education should not be determined by disability group but rather by individual needs and preferences.

4. The criteria in the guidelines indicate that community based vocational education is for individuals for whom employment is "not immediately obtainable." What does this mean?

The "not immediately obtainable" language was placed in the criteria to ensure that students would not be placed in the exploration, assessment, or training components of community-based vocational

education if they were capable of obtaining employment at or above the minimum wage level. Community-based vocational programs are organized educational activities intended to prepare students for paid employment while they are in school.

5. The criteria in the guidelines also indicate that community based vocational education is intended for students who will need "intensive on-going support" to perform in a work setting. Does this mean that it is intended for students with more severe disabilities?

Community-based vocational education is intended for those students with more severe disabilities. However, the level of severity must be based on skills and behaviors necessary to function in a work setting. Examples of ongoing support services include job redesign, environmental adaptations, personal assistance services, transportation, and social skills training (Rehabilitation Act Amendments of 1992, Senate Report 102-357, p. 24).

6. What vocational options should be available to students whose needs wouldn't be considered severe?

Community-based vocational education is not intended to replace vocational education, workstudy, or other vocational training and employment programs. It is intended to be an option made available to students to expand the capacity of education agencies to assist each student to achieve employment objectives.

7. Can these guidelines apply to adults with disabilities who are utilizing vocational rehabilitation services?

The Departments of Education and Labor intended for these guidelines to be used only for youth with disabilities as defined by the Individuals with Disabilities Education Act. However, the U.S. Department of Labor and the National Rehabilitation Facilities Coalition have reached a similar agreement, which would apply, to adults with disabilities.

**Documentation
Issues**

8. What type of documentation needed?

It is important in community-based vocational education programs to document that all participants - the student, the parent or guardian, the employer, and instructional staff - understand that:

- 1) If at any point the community-based vocational activity is no longer a learning experience, it can not be considered a non-

employment relationship;

- 2) The community-based vocational program must meet all the requirements outlined in the guidelines for non-employment relationships; and
- 3) Students are not entitled to employment at the worksite where they are receiving instruction and training.

Three types of documentation must be employed to meet the requirements of these guidelines: 1) an IEP reflecting vocational instruction and training goals and objectives relevant to the community-based vocational experience; 2) a letter of agreement outlining the DOL/ED requirements listed above and signed by all participants; and 3) ongoing case notes (i.e. attendance records, progress reports).

9. Does the IEP eliminate the need to adhere to other laws governing child labor?

Technically, child labor laws do not apply where there is not an employment relationship. However, it is highly recommended that educators adhere to child labor laws with regard to hazardous working conditions. Instruction and training in occupations which involve the use of machinery such as deli slicing machines, trash compactors, and bread dough kneading machines have been known to cause serious injury. Child labor laws provide guidance, which can assist education personnel in determining whether a job is hazardous.

10. Do these guidelines from the U.S. Department of Labor supersede individual State Departments of Labor regulations?

No. It is important that community-based vocational education programs comply with both U.S. Department of Labor regulations and State Department of Labor regulations. Where the two do not agree, the regulations with the most stringent requirements for protecting individuals in work settings must apply.

11. Is special or extra liability coverage for students required?

Community-based vocational education is considered part of the student's individualized education program. In non-employment relationships, the worksite is perceived as an extension of the school. In other words, the student is pursuing instructional objectives in a work setting. Since these students are not employees, they are not eligible for the usual workman's compensation or insurance coverage provided to employees. If the student is a paid employee of the business, then the employer is responsible for offering him or her the same liability coverage offered to other employees. If the student's

participation in workplace activity can be considered instructional and part of a non-employment relationship, then the school may be responsible for liability coverage. Generally, the same insurance and liability policies which apply to other off-site school experiences (i.e. athletic events, field trips) should apply. Each school district must work out their own policies regarding liability.

12. Do reports have to be made to the U.S. Department of Labor or the U.S. Department of Education?

No. It is not necessary to make reports to the U.S. Department of Labor or the U.S. Department of Education. However, adequate records documenting your programs' compliance with the criteria for non-employment relationships must be maintained. In the event of a Department of Labor investigation of your program, this information must be made available to the Department of Labor.

13. Can we share information from the community-based vocational program with vocational rehabilitation agencies?

Yes. Information from the CBVE program can be shared with other agencies as long as confidentiality procedures are followed.

14. How should issues regarding confidentiality be addressed?

CBVE programs should follow those procedures typically followed with regard to confidential information. These procedures are outlined in section 300.560-300.576 of the IDEA regulations and are incorporated into both state and local policies and procedures.

Program Supervision

15. What is meant by the term "under the general supervision" of public school personnel?

What this means is that the public school or education agency has primary responsibility for the community-based education program. Under IDEA, failure to deliver free appropriate educational services constitutes a violation of the rights of students with disabilities. This phrase places responsibility for ensuring that CBVE programs meet this mandate squarely on the shoulders of public school personnel. While different agencies or groups may deliver these educational services, public school personnel must act as the central agency overseeing the program.

16. How might educators document meeting the general supervision criteria?

Educators can document the general supervision criteria by developing the student's IEP. If a third party, such as a community-based rehabilitation program, is being utilized to carry out the

provisions of the IEP, it should be so noted. The education agency must ensure that these guidelines are fully understood and will be followed by the provider.

17. What are the implications of the "continued and direct supervision" requirement for educators and employers?

Student participation in CBVE programs is considered as a valid part of a student's instructional program. As such, he or she is expected to be closely supervised by school staff or employees of the business. Direct supervision can include: 1) one-to-one instruction, 2) small group instruction, 3) supervision in close proximity, and 4) supervision in frequent, regular intervals. Supervision in frequent, regular intervals is permitted when the goal is to assess ability to work independently or to demonstrate mastery of the vocational skill.

18. Is it necessary for someone to monitor the student at all times?

Students in CBVE programs are to be monitored at all times. However, exactly how closely a student needs to be monitored in a community-based work setting must be determined on an individual basis. The various components of CBVE could require a variety of monitoring strategies depending on the goals and objectives outlined in the IEP. For example, vocational exploration and vocational assessment may require closer monitoring than the training component when the student may be working towards more independence in job performance.

19. What educational qualifications and/or certificate must education staff have in order to provide supervision in CBVE programs as the education agency's representative?

It is the responsibility of state and local education agencies to determine the qualifications necessary for education staff providing supervision in CBVE programs.

**Instructional
Programming**

20. Would vocational assessment be required to determine a student's interests and preferences?

A formal vocational assessment may not be required to ascertain a student's preferences and interests if other alternatives are appropriate. However, as part of the overall decision making process, needs for support services or assistive technology should also be identified. These needs may be determined through ongoing assessment procedures inherent in the various components of community-based vocational education.

21. Is it necessary that the program follow sequential order (i.e.

exploration, assessment, training)?

No. It is not necessary that the CBVE program follow a prescribed order. Given the nature of the student's needs, any of the three components may be deleted. It is only necessary that the CBVE program follow logical, generally agreed upon instructional best practices. For example, assessment and exploration usually would not follow training in one job classification.

22. Is it necessary that the vocational goals and objectives in the IEP specify exact site placements?

No. It is possible for the IEP to identify only general goals and objectives to be pursued (i.e., job clusters to explore or conduct assessments in; assessments of general work behavior skills; training in a specific occupation). The IEP should, however, expressly limit the amount of time students will spend at any one site or in any one distinguishable job classification. Additional written agreements with parents, students, and employers should reflect the exact location and document the specific nature of the education and training involved.

23. Does the IEP team have to reconvene for multiple vocational explorations, assessments, and training?

No. It is not generally necessary to reconvene the IEP team for multiple vocational explorations, assessments, and training. The vocational IEP objectives and goals can be written broadly enough to incorporate these experiences.

24. What is meant by the phrases "clearly distinguishable occupation" and "clearly distinguishable job classification"?

The word "occupation" refers to a specific profession or vocation generally engaged in as a source of livelihood. Occupation and job classification are meant to be synonymous. Examples of occupations are shipping and receiving clerk, custodian, and painter. Often occupations are confused with specific work activities or work stations that may be integral components of specific occupations. For example, work as a building custodian involves sweeping, emptying trash, and mopping. Each of these work activities must be considered as part of the clearly distinguishable occupation of custodian. If a student has received all allowable hours of non-paid CBVE in the job of school custodian, she should not be moved to a new site for a separate experience as a non-paid office building custodian.

25. Given these guidelines, could an employer move students around to different workstations or occupational areas not specified in their written agreement?

No. As stated earlier, goals and objectives for the student have been outlined in the IEP and written agreements between the student, parent, employer, and school personnel detail specific activities for the community vocational experience. Thus, the community-based vocational experience can be considered a valid educational experience under the supervision of school personnel. Employers must feel free to remove students from any work activity if they determine that removal is necessary for safety or other reasons. However, under no circumstances should the student be placed in a work station or occupational area not specifically outlined in the written agreement.

26. How will students receive academic credits for community based education?

How students receive academic credit for work done in CBVE programs is left to the discretion of state and local education agencies. Many education agencies allow course credit for these community experiences since they are the means by which students achieve vocational goals and objectives identified in their IEPs. Frequently, the policy for academic credit in CBVE programs will be consistent with the one used for vocational education programs available to the general population.

27. Do these guidelines refer to programs under special education and/or vocational education?

It does not matter whether the CBVE program is offered through special education or vocational education. However, students participating in CBVE programs under these guidelines for non-employment relationships must be youth with disabilities as defined by the Individuals with Disabilities Education Act.

28. Do these guidelines apply to work during the summer?

Yes. These guidelines may apply to summer CBVE programs as long as they are under the general supervision of school personnel. Many students have individualized instructional programs that call for an extended-year educational program. Other students may simply elect to enroll in summer school.

29. What is the difference between an educational relationship and an employment relationship?

In an employment relationship, the student is actually providing services that are of immediate benefit to the employer. The student may be completing assignments normally completed by regular employees. As a result of these activities, vacant paid positions in the business may remain unfilled and regular employees may be

The Educational Relationship vs. the Employment Relationship

displaced or relieved of their normally assigned duties. In an educational relationship, the student engages in work activities as part of an organized educational activity designed to benefit the student. The guidelines on implementing CBVE programs consistent with the FLSA outline the criteria for making the distinction between an employment relationship and a valid educational experience. If it is determined that a student's involvement in community-based vocational education constitutes an employment relationship rather than part of an organized educational activity, then the participating business or school can be held responsible for full compliance with the FLSA regulations. This would include compliance with the FLSA's minimum wage and overtime pay provisions.

30. What is the distinction between benefit to student vs. benefit to employer?

A number of distinctions have been made between benefit to the employer and benefit to the student with regard to CBVE programs (Pumpian, Lewis, & Engel, 1986). Benefit to the employer occurs when the employer recognizes an immediate advantage by having the CBVE student working on the premises. An immediate advantage can be described in terms of increased profitability or production for the business. Benefit to the student occurs when the CBVE program can be considered a valid educational experience for the student. The courts and experts in the field suggest that for CBVE to represent an educationally valid experience the following instructional practices should be implemented:

- 1) Students receive adequate orientation and instruction before performing new tasks.
- 2) The student's goals and objectives to be met in the community-based education program are clearly defined.
- 3) Activities in the community-based setting relate directly to student goals and objectives.
- 4) The student's activities in the CBVE program are closely monitored.
- 5) Records of the student's progress are maintained.
- 6) The necessary support and time for students to develop proficiency at new tasks are provided.

31. What is the educator's role in assuring that regular employees will not be displaced by the student trainee in the workplace?

The community experience must be primarily for the benefit of the

student. Also, regular employees must not be displaced or relieved of assigned duties and vacant positions should not go unfilled. Two strategies are available to educators for ensuring that this criterion is met. First, the educator can confirm that all parties - the employer, the student, and the parents - understand that students in the CBVE program must not displace regular employees. An agreement documenting this understanding should be signed by all involved. Secondly, those who provide direct supervision to the student at the worksite may observe when employee displacement and other violations are occurring and take steps to correct the situation.

32. If the activity is ordinarily not performed by employees and yet is beneficial to the business, can the student perform the activity?

The student should either not perform the activity or be paid appropriate wages. Although regular employees have not been displaced or relieved of assigned duties, the student is still providing services which are of benefit to the business. Therefore, an employment relationship exists between the student and the employer. This would not be the case if the activity were of no benefit to the employer and consisted of "busy-work" designed to develop or improve a student's skills. For example, reorganizing materials awaiting shipment into sets of five would not constitute an employment relationship if the business did not ship the materials in this manner.

33. Can students accept an offer of paid employment at a worksite where they were placed for community-based education?

Yes. Students may accept an offer of paid employment at a worksite where they received instruction and training. The student would then become an employee of the business and an employment relationship would ensue. This means that the employer is responsible for full compliance with the FLSA, including minimum wage and overtime pay provisions.

34. Could the student be paid less than the minimum wage?

Yes. Employment below the minimum wage rate is permitted in instances when a worker's disabilities impair their ability to perform the job. This special minimum wage rate is based on the productivity of the worker with disabilities as compared to the productivity of a worker without disabilities. Employees must apply to the U.S. Department of Labor for authority to employ workers with disabilities at these special minimum wage rates.

Tips for Effective Transition Planning

- 1.) Start the process early.
- 2.) Utilize the strengths and interests of the student
- 3.) Community-Based Instruction
- 4.) Utilize the resources of the school.
- 5.) Plan for transportation needs.
- 6.) Involve the student
- 7.) Follow a sequential, documented process.
- 8.) Develop relationships first, ask for services later.
- 9.) Be creative.
- 10.) Have high expectations.

*Adapted from "Planning Your Dreams: A Roadmap for Life After High School."

JOBS YOUTH MAY PERFORM

AGES **13** & YOUNGER

babysitting
delivering newspapers
acting or performing

AGES **14** & **15**

working in an office,
grocery store, retail store,
restaurant, movie theater
or amusement park

AGE **16** & **17**

any job not
declared hazardous

(youth under age 18 cannot work
in:

mining, logging, meatpacking,
roofing, excavation, or demolition.
They cannot drive a car or forklift,
work with saws, explosives,
radioactive materials or most
power-driven machines.)

HOURS YOUTH MAY WORK

UNDER AGE **16** MAY WORK:


3 hours/18 hours a week
during the school week
8 hours a day/40 hours a week
during non-school weeks

All work must be performed 7 am - 7 pm,
except between June 1 and Labor Day,
when
evening hours are extended to 9 pm

OVER AGE **16** MAY WORK:

with no time restrictions on hours
worked

Different rules apply to farms and State laws may have stricter rules.



APPENDIX

Criteria For Consideration for Community Based Vocational Explorations

Notification for Community Based Vocational Education

Assessment for Transition (points to ponder)

Community Based Vocational Agreement

Cooperative Transition Agreement

Community and Workplace Support Form

Situational Assessment

**CRITERIA FOR CONSIDERATION FOR
COMMUNITY-BASED VOCATIONAL EXPLORATION**

STUDENT: _____

Last Name First Sex Grade School

Date of Birth _____ Age _____

Parent/Guardian: _____ Address: _____

Evaluator: _____ Date _____

Directions: Check those that apply:

- _____ 16 or over
- _____ Communicates basic needs (sickness, pain)
- _____ Is independent when toileting
- _____ Is independent when feeding
- _____ Self abusive behavior is minimal
- _____ Aggressive/destructive behavior is minimal
- _____ Medical concerns are minimal
- _____ Responds to 2-step demonstrative instructions
- _____ Responds to 2-step verbal instructions
- _____ Stays on task for 15 minutes

Circle those student can do (sit, stand, kneel, walk, use wheelchair)

Circle tasks student has been doing in the classroom (puzzles, cutting, stapling, inserting, sorting, gluing, fastening)

Student has been doing the following tasks in present building (examples may be cleans staff lounge, vacuums classroom carpet, wipes off tables in cafeteria, waters plants). Please list below.

Student is integrated into the following activities (examples may be Art, Music, P.E., Lunch).
Please list below.

NOTIFICATION FOR COMMUNITY-BASED VOCATIONAL EDUCATION

(Date)

Student Name _____ Social Security No. _____

Address _____ Date of Birth _____

Parent Name _____ Age _____

Home Phone _____ School Contact Person _____

Phone No. _____

_____ is being considered for vocational exploration in the community in the near future. She/he is attending school and her/his vocational education will no longer be based at school but will be an on-the-job experience.

Several steps will be taken to locate an appropriate job site and prepare the student for the job. These include:

1. The job developer will meet and/or observe the student at school.
2. The job developer will use file data, formal or informal assessments to determine the student interest areas and talents as they relate to potential jobs.
3. The job developer will locate an appropriate training site and arrange job coaching as needed.
4. The district job developer/job coach will complete a task analysis of the job.

If you have any questions or concerns, please feel free to contact me at

(telephone)

Sincerely,

cc: Job Developer
Student file

ASSESSMENT FOR TRANSITION POINTS TO PONDER

1. Do not assume that an individual has a thorough, accurate understanding of his or her disability or its ramifications.
2. Explain in terms that the individual can understand why more tests are necessary, what will happen, and what can be learned from these tests.
3. After all testing has been completed, review the results with the individual.
4. If you purchase assessments from other agencies or independent professionals, discreetly check that the person performing the assessments understands testing accommodations that must be made for the individual.
5. Many individuals with LD perform well in the quiet, orderly, systematic environments of classrooms but fail in the noisy, hectic environments of jobs.
6. Since it is very possible that other members of the individual's family may also experience LD, take great care to ensure that the purpose, procedures, results, and implications of the assessment are conveyed completely and accurately to the individual's parents.
7. Be sure to address social and interpersonal skills in assessments for transition planning purposes.
8. Review the eligibility criteria for adult services agencies and comply whenever possible in order to minimize repetitive and unnecessary testing.

- Taken from Life Beyond the Classroom, Transition Strategies for Young People with Disabilities, Second Edition

COMMUNITY BASED VOCATIONAL AGREEMENT

This agreement, made between the _____ School District and _____, (employer) is for the purpose of providing a community-based work exploration, assessment, or training site for a student with a disability.

1. The major purpose of the vocational work program is to provide students with opportunities to acquire work skills in "real" work environments.
2. The students will be supervised by school employees unless otherwise specified and agreed upon by the employer in writing.
3. The students will not be financially compensated for their work during the time spent at the vocational work site, unless otherwise specified and agreed upon by the employer.
4. The employer acknowledges familiarity with the provisions SDCL 62-1-4.1 concerning worker's compensation. To view the statute, click on or enter the following link:
<http://legis.state.sd.us/statutes/DisplayStatute.aspx?Type=Statute&Statute=62-1-4.1>.
5. The employer will provide the necessary materials to complete the job requirements. School employees may adapt or develop new materials to facilitate a student's involvement. Adaptations to employers' materials must be approved by the employer.
6. The employer will not be required to provide a vocational work site for any student not acceptable to the employer. An employer may terminate the vocational work program of any student by giving the District five (5) days notice. Such termination may be with or without cause and shall be at the sole discretion of the employer.
7. Each student placed at a vocational work site will have a completed Cooperative Training Agreement form.
8. Transportation to and from the vocational work site will be arranged by the School District.
9. The parent/guardian acknowledges that the student's participation in this program is a result of decisions made at the student's IEP meeting.

The following people have agreed to the conditions stated in the agreement:

_____ (employer)	_____ (date)
_____ (teacher/trainer)	_____ (date)
_____ (school administrator)	_____ (date)
_____ (student)	_____ (date)

(parent/guardian) _____

(date) _____

COOPERATIVE TRAINING AGREEMENT

Placement Information

Student Name _____ School _____

Student-Learner's home address _____ Telephone _____

___ Male ___ Female Grade ___ S. S. No. _____ D.O.B. _____

Age ___ Evidence of age verified by _____ School Record _____ Other

In case of emergency contact _____
(Doctor or health center)

Date entered cooperative program _____ for school year 20__-__

Training Agency _____ Address _____ Telephone _____

Contact Person _____ Date of Placement _____

Typical Training Schedule

<u>Day</u>	<u>Time of Work</u>		<u>Total Work Hours</u>	<u>Total Hours in School</u>
	<u>From</u>	<u>To</u>		
Monday	_____	_____	_____	_____
Tuesday	_____	_____	_____	_____
Wednesday	_____	_____	_____	_____
Thursday	_____	_____	_____	_____
Friday	_____	_____	_____	_____
Saturday	_____	_____	_____	_____
Sunday	_____	_____	_____	_____

Community and Workplace Support Form

Date: _____ Provider I D: _____ Consumer
Name: _____ Employment Specialist: _____
SS#: _____ ID Code: _____ Currently Employed?
yes _____ no _____
Company Name: _____ Street
_____ City, State, Zip:

Date of Placement: ____/____/____ (month/day/year)

Please answer the following questions for each support need. Complete a separate form for each area of need that is identified regardless of whether it is new or one that has been previously addressed.

1. What type of support is needed or desired? (check only one)

- _____ Determining job choices
- _____ Developing a resume
- _____ Finding a job
- _____ Learning how to do the job
- _____ Remembering how to do the job
- _____ Orienting around the workplace
- _____ Completing all regular job duties
- _____ Being able to perform infrequent duties associated with the position
- _____ Arranging work schedule/hours
- _____ Signing in/out at work
- _____ Calling in sick or late
- _____ Attending company meetings
- _____ Taking lunch and/or breaks
- _____ Receiving a raise or increased benefits
- _____ Getting along with co-workers
- _____ Developing friendships
- _____ Participating in social activities during work hours
- _____ Finding transportation to and from work
- _____ Finding transportation not associated with work
- _____ Getting a learner's permit or driver's license
- _____ Using public transportation
- _____ Learning how to use public transportation (e.g., taxi, bus, subway)
- _____ Using specialized transportation
- _____ Making ride arrangements (e.g., co-worker, volunteer, friend, family member)
- _____ Meeting people outside of work
- _____ Pursuing recreational interests
- _____ Purchasing/selecting/maintaining uniforms or clothing for work
- _____ Arranging volunteer opportunities

- ☐ Attending social outings after work hours
- ☐ Participating in programs/activities offered by community or civic organizations
- ☐ Locating a place to live
- ☐ Learning independent living skills
- ☐ Getting up and/or ready for work
- ☐ Picking up/cashing a paycheck
- ☐ Managing money/paying bills
- ☐ Using money/making purchases
- ☐ Applying for SSI, SSDI, or other government subsidy
- ☐ Handling SSI or SSDI issues
- ☐ Using Social Security work incentives (e.g., PASS, IRWE)
- ☐ Taking care of personal hygiene and grooming
- ☐ Dealing with substance abuse issues
- ☐ Changing something about the job
- ☐ Attending school/college
- ☐ Addressing sexual issues
- ☐ Pursuing career advancement opportunities
- ☐ Learning how to do something new at work
- ☐ Finding a different or a second job
- ☐ Addressing communication issues
- ☐ Dealing with aggressive, disruptive, or problem behaviors
- ☐ Handling family issues
- ☐ Handling legal matters
- ☐ Addressing/monitoring medical or medication issues
- ☐ Requesting time off from work
- ☐ Addressing fatigue or stamina issues
- ☐ Arranging follow-along job coach services
- ☐ Recording and monitoring work schedule/hours
- ☐ Other

2. a. Has this support need been addressed previously while being served by this program?

- ☐ Yes
- ☐ No

b. If yes, what type of assistance was received? (please describe briefly)

c. What is the reason for developing another support option? (check only one)

- ☐ Consumer handled on own and now would prefer outside assistance
- ☐ New/additional supports were identified/needed
- ☐ Consumer no longer needed assistance/issue reoccurred
- ☐ Consumer chose to stop using the support/has changed mind
- ☐ Consumer preferred to find a different means of support
- ☐ Person providing support was no longer willing/able to continue
- ☐ Support was not successful/did not meet individual's needs
- ☐ Support was too costly/funding no longer available

- ☐ Support or assistance no longer available/situation changed
- ☐ Support was not available/could not be located
- ☐ Other

3. What is the status of this support need? (check only one)

- ☐ Critically needed immediately
- ☐ Critically needed in the future
- ☐ Possibly needed/desired sometime
- ☐ Not needed but desired immediately
- ☐ Not needed but desired in the future

4. a. What support resources have been identified to address this need?
(check all options)

Finding a Job

- ☐ Family/friends assisting with identifying job leads or getting applications
- ☐ Consumer pursuing job leads and/or picking up applications
- ☐ Assistance from community employment agencies with resume writing, job leads, getting/completing applications
- ☐ Employment specialist assisting with job development activities
- ☐ Job placement assistance by members of the community, volunteers, civic organizations (e.g., Jaycees)
- ☐ Job placement assistance by school personnel, human services agencies (e.g., vocational rehabilitation, mental health/mental retardation [DDD] services)
- ☐ Consumer accompanied to different businesses to find out about the type of job and/or company
- ☐ Exploring interests and experiences/talking with the consumer and others (e.g., family, rehabilitation counselor, teacher, job coach)

Learning How to Do the Job

- ☐ Co-worker mentoring
- ☐ New employee training provided by the company (e.g., orientation, videos)
- ☐ Supervisor training and/or prompting
- ☐ Employment specialist training
- ☐ Observing workplace personnel perform the job (e.g., co-workers, supervisor)
- ☐ Retired person/company employee providing training
- ☐ Standard company training procedures expanded/modified/extended
- ☐ Restructuring job duties, making accommodations, developing compensatory strategies
- ☐ Co-worker training and/or prompting
- ☐ _____

Assistance with Completing the Job

- ☐ Co-worker assisting, training, and/or prompting
- ☐ Modifying job duties/arranging a work routine

- _____ Purchasing something to make job easier/better (e.g., toys, lock, raincoat)
- _____ Employment specialist training
- _____ Modifying/changing work hours
- _____ Utilizing a self-monitoring strategy (e.g., checklist, flip cards, diagram)
- _____ Consumer handling it on his/her own (e.g., asking, using natural cues)
- _____ Utilizing external cues (e.g., pictures, color code)
- _____ Supervisor assisting, training, and/or prompting
- _____ Making job accommodations, utilizing compensatory strategies/assistive technology

Addressing Work-Related and Non-Work-Related Issues

- _____ Consumer doing it on his/her own (e.g., making arrangements, self-monitoring)
- _____ Employment specialist assisting, training, arranging, and/or supporting
- _____ Family members assisting, arranging, monitoring, and/or supporting
- _____ Supervisor/employer arranging, prompting, training, monitoring, and/or supporting
- _____ Company providing and/or managing (e.g., direct deposit, programming timeclock)
- _____ Community or civic organization providing assistance and/or information
- _____ Human services agency providing assistance, information, and/or services (e.g., vocational rehabilitation, independent living center, DDD services)
- _____ Friend or advocate assisting
- _____ Self-managing behavior, walk away, re-direct anger
- _____ Member of the community or volunteer assisting
- _____ Training or classes through a school or human services agency (e.g., residential services, DDD, independent living center, technical center)
- _____ Establishing/modifying work hours, job duties, and/or break routine
- _____ Residential staff prompting and/or assisting
- _____ Arranging a flexible work schedule/hours and/or time off
- _____ Co-worker prompting, assisting, training, and/or monitoring
- _____ Utilizing an external cue (e.g., alarm watch, color code)
- _____ Utilizing a compensatory strategy (e.g., list of names and numbers, letter with blanks, posting schedule, contract, calendar book)
- _____ College or university students assisting/tutoring
- _____ Training and/or advocacy with co-workers, employers, the community, etc.
- _____ Training and/or role-playing with the consumer
- _____ Help from a paid personal assistant
- _____ Counseling (e.g., individual/family, private/public)
- _____ Consultant or specialist assisting (e.g., private company,

- _____ independent business, Social Security specialist)
- _____ Receiving medical treatment/services (e.g., physician, neuropsychologist)
- _____ Receiving legal assistance/services (e.g., lawyer, public defendant)
- _____ Participating in peer and/or community support groups
- _____ Training or classes through a community or civic organization
- _____ Participating in community activities/events
- _____ Exploring interests, opportunities available, and support resources
- _____ Enrolling in college or university courses/program
- _____ Teaching personal hygiene and/or grooming
- _____ Purchasing something (e.g., extra keys, alarm clock, radio, razor)
- _____ Contacting people, friends, others with similar interests
- _____

Arranging Transportation

- _____ Family member or relative drive
- _____ Walk
- _____ Take a taxi
- _____ Friend, neighbor, community member, volunteer/hired person drive
- _____ Use specialized transportation
- _____ Carpool or ride with a co-worker
- _____ Ride a bus
- _____ Drive self
- _____ Ride a bicycle
- _____ Attend driving school
- _____ Family member train and/or assist
- _____ Employment specialist train, assist, and/or drive
- _____ Receive assistance with purchasing or repairing a car
- _____ Utilize a compensatory strategy (e.g., list of phone numbers, availability)
- _____ Assistance and/or services from a community or civic organization
- _____ Assistance and/or services from a human services agency
- _____ Other
- _____
- _____

- b. Which support resources has the consumer chosen to use? (place corresponding support resource identified in above question in the blank beside primary choice of the consumer and any other options being used concurrently or as an alternative or back-up support option)

- | | |
|-------|---------------------------------|
| _____ | Primary |
| _____ | Concurrent or alternate/back-up |
| _____ | Concurrent or alternate/back-up |
| _____ | Concurrent or alternate/back-up |
| _____ | Concurrent or alternate/back-up |
| _____ | Concurrent or alternate/back-up |

5. What type of support option has been selected? (check only one)
- ☐ Employer or workplace support (e.g., assistance provided by the consumer, employment specialist, or workplace personnel to address work or work related issues at the job)
 - ☐ Community support (e.g., assistance provided by the consumer, employment specialist, or community to address work-related or non-work-related issues outside the workplace)
 - ☐ Transportation support (e.g., assistance provided by the consumer, employment specialist, workplace, or community to address transportation issues to and from work or not related to work)
 - ☐ Recreation and social integration support (e.g., assistance provided by the consumer, employment specialist, workplace, or community to address social and recreational issues with co-workers or persons outside the workplace after work hours)
 - ☐ Personal and independent living support (e.g., assistance provided by the consumer, employment specialist, workplace, or community to address personal, independent living, and residential issues outside the workplace)
1. Who has primary responsibility for arranging or obtaining the support? (check only one)
- ☐ Consumer
 - ☐ Parent/family member
 - ☐ Friend/acquaintance/neighbor
 - ☐ Employment specialist
 - ☐ Rehabilitation counselor
 - ☐ Case manager
 - ☐ Teacher
 - ☐ Workplace personnel
 - ☐ Residential staff
 - ☐ Other
7. a. Does the support require someone to function in the role of provider?
- ☐ Yes
 - ☐ No
- b. If so, who is the primary person? (check only one)
- ☐ Consumer
 - ☐ Supervisor
 - ☐ Co-worker
 - ☐ Other workplace personnel
 - ☐ Parent/family member/spouse
 - ☐ Friend/acquaintance/neighbor
 - ☐ Member of the community
 - ☐ Student
 - ☐ Volunteer
 - ☐ Tutor
 - ☐ Retired person
 - ☐ Consultant/specialist
 - ☐ Rehabilitation counselor

- ☐ Teacher
- ☐ Case manager
- ☐ Employment Specialist
- ☐ Community/civic agency representative (name: _____)
- ☐ School
- ☐ Business
- ☐ Residential staff
- ☐ Human services agency representative (name: _____)
- ☐ Other: _____

8. What has been the role of the employment specialist in addressing this support need?
(check all that apply)

- ☐ Identifying support options
- ☐ Contacting support resources
- ☐ Assisting consumer with choosing type of support
- ☐ Helping/training consumer to obtain/use the support
- ☐ Advocating
- ☐ Training person providing support
- ☐ Working together with the consumer and support provider
- ☐ Overseeing the support arrangement
- ☐ Ongoing monitoring of support
- ☐ Providing additional support as needed
- ☐ Providing the support (continued)
- ☐ Employment specialist not involved
- ☐ Making support arrangements
- ☐ Making alternative arrangements if support breaks down
- ☐ Other: _____

9. a. Are any costs associated with providing the support?

- ☐ Yes
- ☐ No

b. If so, what is the approximate amount? (Round off to the nearest dollar)
\$ _____

c. Who is the primary funding source for the support? (check only one)

- ☐ Supported employment program
- ☐ Employer
- ☐ Consumer or his/her family
- ☐ Vocational rehabilitation
- ☐ School
- ☐ Private business (other than the employer)
- ☐ Community or civic organization/agency (name: _____)
- ☐ Social Security work incentives (e.g., PASS/IRWE)
- ☐ Human services agency (name: _____)
- ☐ Other: _____

10. Who is primarily responsible for overseeing the ongoing monitoring of the support? (check only one)

- ☐ Consumer

- ☐ Parent/family member/spouse
- ☐ Friend/acquaintance/neighbor
- ☐ Employment specialist
- ☐ Rehabilitation counselor
- ☐ Case manager
- ☐ Teacher
- ☐ Workplace personnel
- ☐ Support no longer needed/short-term
- ☐ Residential staff
- ☐ Other: _____

Figure 8.3 Community and workplace support form. (From Parent, W, Gibson, K., Unger, D., & Clements, C. [1994]. The role of the job coach: Orchestrating community and workplace supports. In P. Wehman & J. Kregel [Eds.], *New directions in supported employment* [pp. 12-18]. Richmond: Virginia Commonwealth University, Rehabilitation Research and Training Center on Supported Employment, Natural Supports Transition Project; reprinted by permission.)

SITUATIONAL ASSESSMENT FORM

Consumer Name: _____ Date: _____

Employment Specialist: _____ Hours: _____

Location of Assessment: _____ Type of Job: _____

I. Referral Reason:

II. Description of Job and Employment Setting:

III. Evaluation:

DIRECTIONS: Record an "X" in the appropriate space that best describes the consumers abilities, behaviors, characteristics, or activities. Record "NO" if the situation was not observed. Record "NA" if the section does not apply. In the comment section, describe the behavior, characteristic, or activity when appropriate. When applicable, include the frequency of its occurrence and the environment it occurs. (Include the antecedent, consequences, location, people, etc.).

1. Strength, Lifting and Carrying

_____ less than 10 lbs. _____ 10-29 lbs. _____ 30-40 lbs. _____ more than 40 lbs.

Comments: _____

2. Ability to Grip and Hold Objects

_____ Small, light objects _____ Small, heavy objects _____ Large, light objects
_____ Large, heavy objects _____ Needs assistance when holding objects

Explain grip strength by using examples:

3. Endurance

____ Less than 2 hours ____ 2-3 hours ____ 3-4 hours ____ More than 4 hours

Comments: _____

4. Physical Mobility

____ Sit/Stand in One Area ____ Fair Ambulation ____ Stairs/Minor Obstacles
____ Physical Abilities ____ Mobility assistance is needed (describe below,
wheelchair, walker, etc.)

Comments: _____

5. Independent Work Rate (no prompts)

____ Slow pace ____ Steady/average pace
____ Above average/sometimes fast pace ____ Continual fast pace

Comments: _____

6. General Appearance

____ Unkept/poor hygiene ____ Unkept/clean ____ Neat/clean but clothing
unmatched
____ Neat/clean and clothing matched ____ Wears appropriate work place attire (shoes,
boots, etc.)

Comments: _____

7. Communication

____ Uses sounds/gestures ____ Uses key words/signs ____ Does not speak clearly
____ Communicates clearly ____ Uses a communication device ____ Intelligible to
strangers

Comments: _____

8. Social Interactions

____ Polite, responses appropriate ____ Initiates social interactions
____ Initiates social interactions infrequently ____ Rarely interacts appropriately

Comments: _____

9. Ability to handle stress

____ Shows no sign of stress or fatigue ____ Shows some sign of fatigue
____ Shows stress or fatigue frequently

Comments: _____

10. Observations during breaks

___ Operates vending machine without assistance ___ Takes breaks and returns to work on time
___ Interacts appropriately during break

Comments: _____

11. Correspondence

___ Reads simple words ___ Reads sentences ___ Reads and understands written material
___ Writes simple words ___ Writes complete sentences ___ Types and is able to use a computer

Comments: _____

12. Attention to Task/Perseverance

___ Frequent prompts, cues and supports required ___ Intermittent prompts required
___ Infrequent prompts/low supervision ___ No prompts required

Comments: _____

13. Independent Sequencing of Job Duties

___ Unable to perform tasks in sequence ___ Performs 2-3 tasks in sequence
___ Performs 4-6 tasks in sequence ___ Performs 7 or more tasks in sequence

Comments: _____

14. Initiative/Motivation

___ Always seeks work ___ Sometimes volunteers ___ Waits for directions ___ Avoids next task

Comments: _____

15. Adapting to Change

___ Change easily ___ Rigid routine required ___ Some difficulty ___ Great difficulty

Comments: _____

16. Reinforcement Needs

___ Frequent required ___ Daily ___ Weekly ___ Reinforcements available at work site
Describe the type and amount of reinforcement needed:

17. Interest (Observed) in Working in this Environment/Job

_____ Very _____ Some w/reservations _____ Unsure _____ Not interested

Comments: _____

18. Discrimination Skills of Work Supplies

_____ Not capable _____ Has difficulty/needs cues _____ Distinguishes between work supplies

Comments: _____

19. Time Awareness

_____ Unaware of time and clock function _____ Identifies breaks/lunch _____ Tells time to the hour
_____ Returns to work after break/lunch _____ Tells time in hours/minutes

Comments: _____

20. Handling Criticism/Stress

_____ Resistive/argumentative _____ Withdraws into silence
_____ Accepts criticism/does not change _____ Accepts criticism/attempts to improve
If this varies, indicate with whom, male or female, co-worker and/or supervisor etc..

Comments: _____

21. Orienting to the Environment

_____ Small Area Only _____ One Room _____ Several Rooms
_____ Building Wide _____ Building and Grounds

Comments: _____

22. Travel Skills

_____ Requires bus/cab training _____ Street crossing abilities (difficulty crossing street)
_____ Able to make own travel arrangements _____ Uses bus/cab independently (with or w/out transfers)

Comments: _____

23. Behaviors that are not typical or acceptable of the workplace

_____ None _____ Few _____ Many

If so, describe behavior and the time of day and who may be close to him/her at the time.
Comments: _____

24. Asking for Assistance

____ Peers ____ Co-workers ____ Acquaintances ____ Persons in authority
____ Does not ask

Comments: _____

IV. Summary/Recommendations:

1. Functional Limitations in Performing the Job Duties

____ Many ____ Some ____ None ____ Can be improved with accommodations or training

Explain: _____

2. Recommendation for Job Restructuring or Accommodations

Explain: _____

3. Recommended Services/Supports that May be Needed to Perform Job Duties

____ Clothing/uniform ____ Transportation ____ Medication (monitoring)
____ Financial Planning ____ Assistive device/accommodations ____ Tools/equipment
____ Job coaching ____ Other

Explain: _____

